**3Wiki 1**

**Latoya Dawson**

**CBSE 7201T**

**Professor O’Connor**

**Action Research:**

Action Research can be defined in many ways. It can be a research initiated to solve an immediate problem or a [reflective process](https://en.wikipedia.org/wiki/Reflective_process) of progressive [problem solving](https://en.wikipedia.org/wiki/Problem_solving) led by individuals working with others in teams or as part of a "[community of practice](https://en.wikipedia.org/wiki/Community_of_practice)" to improve the way they address issues and solve problems. With action research, individuals involved must actively participate in a change situation, often via an existing organization while conducting research. For example, the steps to action research is to identify the problem, then devise a plan, act to implement a plan, observe, reflect and share.

https://en.wikipedia.org/wiki/Action\_research

**Define the Problem:**

There is a big issue with English Language Learners. They are learning words, however, they are not using them in the proper way when it comes to conversation. It’s easy for teachers to throw new words at their students, read them a story, but, students need a little extra push on how to take the English language and properly use it when they are speaking, expressing themselves, etc. Although, New York City have many programs for ELL’s, there are still some issues that rises. For example, what happen to those students that are just learning the language verses the students that have some knowledge about English or know English very well. The students that are just learning English will not feel as comfortable participating in class, I know I would not. That’s why my research study is to have the students join together in a fun way, to memorizing scripts of plays, dramas, articles, that have different characters so that they can take on a role individually. Then they can act is out. It’s best to give the students who are just learning English a smaller part, so too much is not put on them, however, it will be just enough to help them learn how to speak proper English. Whether the kids are beginners or advance English Language Learners, they will participate because it’s fun and kids love to have fun. This way of learning English will loosen those non-confident kids and non-English speakers up and in return they will learn how to be more open to participate in other lessons that require them to speak English.

**Is it Researchable:**

There are many studies about role play, readers’ theatre, and drama which is designed to help teachers encourage their students to interact more in the English classroom or speak more English.

**Prior Research**:

I chose three sources for my pros and cons, they are listed below. The first source below, the author focuses on students memorizing lines. “The strategy helps struggling readers to gain confidence because they do not have to read the whole script by themselves, since parts are split among the group” (Weisenburger, 2009). The second Article below, “the writers suggest the use of the readers' theater instructional method to help children overcome reading disabilities” (Garrett & O’Connor, 2010). The last article “focuses on language standardization in the context of English as a Second OT Other Language (ESOL)” (Collins, 2014).

Weisenburger, S. (2009). Using Readers' Theater with Multicultural Literature. *Education Digest*, *74*(6), 55-57.

Garrett, T. D., & O'Connor, D. (2010). Readers' Theater: “Hold On, Let's Read It Again.”. *Teaching Exceptional Children*, *43*(1), 6-13.

Collins, C. (2014). Maintaining language standardisation through ESOL practices. *Language Issues*, *25*(2), 19-32.

**Current Instructional Strategies?**

There are a few instructional strategies involving role play. The first resource below, the author focuses on “Readers' Theater lends itself to the development of metacognition in students. Metacognition is the knowledge and control individuals have over their own thinking and learning activities (Kelleher, (1997). The second article, the authors speaks about “The SWIFT Reading (Sight Word Instruction Is Fundamental to Reading) intervention was created to serve this purpose” (Broz, Blust, & Bertelsen, 2016).

Kelleher, M. E. (1997). Readers' theater and metacognition. *New England Reading Association Journal*, *33*(2), 4.

Broz, N. A., Blust, E. L., & Bertelsen, C. D. (2016). SWIFT Reading: Sight Word Instruction is Fundamental to Reading. *Literacy Practice & Research*, *41*(3), 38-46.

**Practitioners/Theorists?**

The Two Theorists/Practitioners I’ve chosen are Richards and Rodgers. Their Method of approach, design, and procedure are “A three-part distinction made some twenty years ago for analysis of language teaching practices using the terms approach, method, and technique. These terms will be used to label three interrelated elements of organization upon which language teaching practices are founded” (Richards & Rodgers, 1982).

Richards, J. C., & Rodgers, T. (1982). Method: approach, design, and procedure. *TESOL Quarterly*, *16*153-168. doi:10.2307/3586789

**My proposed Intervention**

(Independent Variable)

My intervention for English Language Learners as I briefly stated above are for students that are beginners in English working with more advance English speakers and English as a first language learners, to rehearse how the English Language is used by role play, drama, theatre, etc, by memorizing and reciting lines and stories. English is not an easy language to learn, so with extra activities such as role play, this will be beneficial to helping English language learners become better at orally speaking English and connecting words successfully. To teach this, teachers can have an idea of an underlying story that students can relate to culturally, politically, etc. Involving their own life experience, they will have more enthusiasm to find out what the next scenario will be and this allows them to decide how each scenario will play out in terms of dialogue, each character’s personality, and so on. Another option, is for teachers to select books and or magazines that have character roles already and distribute these character roles among the students. This way of learning can show an increase in student’s confidence and EL oral speaking.

**How will you define (construct) and measure your intervention?**

(Dependent Variable)

To measure my intervention, I will compare the level of confidence, oral speaking, Language usage before and after the intervention through oral assessments, exit slips, and group presentations (acting out a play together).

Broz, N. A., Blust, E. L., & Bertelsen, C. D. (2016). SWIFT Reading: Sight Word Instruction is Fundamental to Reading. *Literacy Practice & Research*, *41*(3), 38-46.

Collins, C. (2014). Maintaining language standardisation through ESOL practices. *Language Issues*, *25*(2), 19-32.

Garrett, T. D., & O'Connor, D. (2010). Readers' Theater: “Hold On, Let's Read It Again.”. *Teaching Exceptional Children*, *43*(1), 6-13.

Kelleher, M. E. (1997). Readers' theater and metacognition. *New England Reading Association Journal*, *33*(2), 4.

Richards, J. C., & Rodgers, T. (1982). Method: approach, design, and procedure. *TESOL Quarterly*, *16*153-168. doi:10.2307/3586789

Weisenburger, S. (2009). Using Readers' Theater with Multicultural Literature. *Education Digest*, *74*(6), 55-57.

https://en.wikipedia.org/wiki/Action\_research